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EDUCATION

State and Commonwealth Government Responsibilities in Education

The governments of the six Australian States and the Northern Territory have the major responsibility for education, including the administration and substantial funding of primary, secondary and technical and further education. The State Governments administer their own systems of primary, secondary and technical and further education through government departments responsible to State Ministers. In Queensland, Tasmania and the Northern Territory a single Education Department is responsible for these three levels of education. In New South Wales, Victoria, Western Australia and South Australia, there is a separate body responsible for technical and further education.

The Commonwealth Government is directly responsible for education services in the Australian Capital Territory, administered through an education authority, and for services to Norfolk Island, Christmas Island and the Cocos (Keeling) Islands. The Commonwealth Government provides supplementary finance to the States, and is responsible for the total funding of universities and colleges of advanced education. Apart from its financial role, the Commonwealth is involved in initiating and coordinating policy and in maintaining a national perspective.

Detailed information on the education systems of the States may be found in the respective *State Year Books*. Chapter 27 of this *Year Book* provides details of the situation in the Territories.

Administrative Structure of Education at the National Level

As mentioned above, the Commonwealth Government has direct responsibility for education only in the Australian Capital Territory and the external Territories under the auspices of the Minister for the Arts and Territories. The Commonwealth Government, however, has special responsibilities for Aborigines and for migrants, as well as the power to provide assistance for students. Moreover, the Commonwealth Government is responsible for international relations in education. In July 1987 the Commonwealth Department of Education was merged with the Commonwealth Department of Employment and Industrial Relations, the Department of Science and the Office of Youth Affairs to become the Department of Employment, Education and Training. The education responsibilities entail grants to schools, student assistance, overseas students, awards and exchanges, tertiary education, language policy, educational research and statistics, publications, Aboriginal education, multicultural education, Asian and women's studies, and education and the arts. The Department liaises with the media and community groups and produces a range of

publications relating to education in Australia. Selected publications are listed at the end of this chapter.

The Australian Constitution empowers the Commonwealth Government to make grants to the States and to place conditions upon such grants.

The *National Board of Employment, Education and Training (NBEET)* was established under the *Employment, Education and Training Act 1988*. Proclaimed on 1 July 1988 it is the mechanism for providing coordinated and independent advice to the Government on employment, education, training and research in the context of the Government's broad social, economic and resource policies.

In establishing the Board the Government abolished the Commonwealth Schools Commission and the Commonwealth Tertiary Education Commission and transferred responsibility for program delivery, previously undertaken by the Commissions, to the Department of Employment, Education and Training. The Board provides for input from providers of education and training, and from business, industry and union organisations, as well as interested bodies in the community. It is assisted by four Councils.

- The *Schools Council* advises on the Commonwealth's policies and programs relating to schools, including the general development of primary and secondary education.
- The *Higher Education Council* advises on the general development of higher education in Australia, priorities and arrangements for the funding of higher education institutions and overseas marketing of Australian higher education products.
- The *Employment and Skills Formation Council* advises on technical and further education, employment and skills formation policies, programs and services, and the promotion of effective training through business and industry.
- The *Australian Research Council's* functions are to recommend on payments of research grants and to provide advice to the Board on national research priorities and coordination of research policy.

A *Commonwealth-State Consultative Committee* has also been established to advise on State and Territory priorities and to provide a forum for the early resolution of significant Commonwealth-State issues in relevant areas.

In addition to the NBEET arrangements, the Commonwealth Government has also made new advisory arrangements in a number of specific areas including women, Aboriginals, and in language policy and multi-cultural education.

- A *Women's Employment, Education and Training Advisory Group* has been formed to ensure appropriate consideration of issues relating to women's access and participation in employment, education and training, and to enhance links within the portfolio.
- The *National Aboriginal Education Committee (NAEC)* continues to be the principal adviser to the Minister for Employment, Education and Training and the Commonwealth Government on all matters concerning Aboriginal education pending the establishment of the Aboriginal and Torres Strait Islander Commission. The NAEC has responsibility for providing advice on the educational needs of Aboriginal and Torres Strait Islander people and appropriate methods of meeting those needs.
- The *Australian Advisory Council on Languages and Multicultural Education* has also been established to advise and assist the Government with policy and implementation matters and to provide a forum for discussion on needs and priorities.

Commonwealth Government education authorities also function as coordinating agencies for joint activity by the States and Territories in a number of fields. For example, the Australian Council on Tertiary Awards (ACTA), seeks, in consultation with State coordinating bodies, to establish consistency in awards in advanced education and TAFE by establishing, maintaining and publishing a register of such awards.

A number of bodies at the national level have an important coordinating, planning or funding role.

- The *Australian Education Council (AEC)* membership is made up of State and Territory Ministers for Education, and usually meets annually as a consultative body to consider matters of mutual interest and generally to facilitate the exchange of information and the coordination of common programs. It is supported by a Standing Committee including the Permanent Heads of Education in each State and Territory and the Secretary of the Commonwealth Department of Employment, Education and Training.
- The *Conference of the Directors-General of Education* normally meets twice each year. Matters discussed and decisions reached at the Conference have a direct influence in each State and Territory on such matters as pre-service and in-service education of teachers, school staffing, curricula, special education, building programs, administrative procedures and the extent of uniformity and diversity between education systems. Under the auspices of the Conference of the Directors-General of Education, regular meetings of senior specialist personnel are held.
- The *Australian Council for Educational Research (ACER)* is an independent national research organisation. The Council is funded by annual grants from each of the State and Northern Territory Governments and the Commonwealth Government, as well as from its own activities. The Council is involved in its own and contract research in cooperation with education systems and plays a central role in the areas of educational measurement and evaluation as well as research into learning and teaching and in the social context of education. ACER acts as the national centre for the program of international surveys of student achievement. Authority for ACER's policy rests with its governing council.
- The *TAFE National Centre for Research and Development Ltd* was established in 1980 and is a company limited by guarantee. The main sources of funding are the Commonwealth Government (50 per cent) and the States and Territories (on a per capita basis). Initially involved in curriculum development issues, the Centre's general research thrust is now aimed towards industries' requirements of TAFE, common skills across crafts, multi-skilling, skill formation and retraining. The National TAFE Clearing House within the Centre provides a service disseminating information on research and development activities within TAFE in Australia.

There are also a number of non-government organisations which have coordinating roles in education at the national level. These include the National Catholic Education Commission, the National Council for Independent Schools, the Australian Vice-Chancellors' Committee, the Australian Committee of Directors and Principals of Colleges of Advanced Education, the Conference of Directors of TAFE and the Australian High School Principals' Association.

New Developments in Education

The Commonwealth Government is considering the role of school-level education in the current context of far-reaching social and economic adjustment in Australia.

Schools are the starting point of an integrated education and training structure, and the basis for a highly skilled, adaptive and productive workforce. Individuals have the right to knowledge and skills to equip them for life.

While States have primary responsibility for the education of young people, the Commonwealth has played a major role in addressing national priorities for schools.

The development of a national perspective is essential—there must be a shared commitment by all, from Governments to community and business bodies to individuals. Government schools must provide the best possible education with the resources at hand. Non-government schools will also be asked to participate in the national effort.

The nation must continue to build on the excellent results already achieved in education.

The curriculum in schools must be appropriate to contemporary social and economic needs. A national curriculum framework is required which emphasises these contemporary needs, complemented by a common approach to assessment, and the appropriate education of teachers.

There is a need to increase the proportion of students completing Year 12 and the transfer rate to post-secondary education and training. This can only be done if there is detailed knowledge of variations in retention rates (e.g. by socio-economic groups). Aid must be extended to disadvantaged groups.

To achieve a national perspective in schooling and to strengthen Australia's schools there must be:

- a mechanism for cooperative undertakings
- the removal of unnecessary differences in school systems
- the development of integrated post-compulsory education and training
- links between schools, other education authorities, the labour market, and the community.

Pre-school Education

All States and Territories except one have a policy of making pre-school education universal for children in the years prior to school entry. A majority of the States and Territories have made considerable progress towards this goal. Most pre-schools are conducted on a sessional basis (i.e. sessions of two to three hours for two to five days per week). Pre-school programs generally favour the free play approach with emphasis on children's social and emotional development through creative activities. Parents often contribute by assisting at some sessions or by the purchase of play materials and educational resources. Attendance fees are not usually charged in those States where pre-schools are government-run, but in others, fees may be payable to private or voluntary organisations.

Primary and Secondary Education

Compulsory education

School attendance is compulsory throughout Australia between the ages of 6 and 15 years (16 years in Tasmania). Each State or Territory has its own specific requirements. The majority of children commence primary school at about 5 years of age, except in Western Australia, where they start at 6 years. Primary schooling generally begins with a preparatory or kindergarten year, followed by 12 grades to complete a full secondary course of study. While the final two years of schooling fall outside the compulsory stage of education, over two-thirds of students remain at school until Year 11 and over half remain until Year 12.

Non-government schools

All children between the prescribed ages must attend either a government school or some other recognised educational institution. While the majority of Australian children attend government schools, about one in four attend non-government schools at some stage of their school life. In the last few years, enrolments in the non-government sector have increased to 808,141 in 1987, i.e. 27 per cent of all school enrolments. Non-government schools operate under conditions determined by government authorities, usually registration boards, in each State and Territory. These conditions require that minimum education standards are met and that the schools have satisfactory premises. The majority of non-government schools are Catholic and there is a Catholic Education Commission in each State and at the national level. Most other non-government schools are under the auspices of, or run by, other religious denominations. The capacity of the Commonwealth Government to assist with the cost of educating children in denominational schools throughout Australia was upheld by the High Court in 1981.

Funding of schools

Primary and secondary education is free in government schools in all States and Territories. Fees for the hire of text books and other school equipment, however, may be charged, particularly in secondary schools. Most State governments provide financial assistance to parents under specified conditions for educational expenses. Assistance includes various types of scholarships, bursaries, transport and boarding allowances, many of which are intended to assist low-income families. The Commonwealth Government also provides a number of schemes of assistance to facilitate access to education. An estimated 144,000 secondary students aged 16 and over from low income families will receive assistance in 1988 under AUSTUDY, which has absorbed the former Secondary Allowances Scheme (SAS) and is described briefly in a later section.

The government assists selected students to undertake Master's and PhD courses through the Post-graduate Awards Scheme and also provides living allowances for migrants in full-time English skills courses at colleges of technical and further education.

Major responsibility for funding government schools lies with State governments which provide about 90 per cent of schools' running costs. The Commonwealth contribution represents about 10 per cent. The Commonwealth is the major source of public funding for non-government schools, providing about 65 per cent against the States' 35 per cent.

In 1985 the Commonwealth introduced a funding plan which provides stability and long term security, by means of significant increases to both sectors, over an eight year period to 1992. Grants for the second four years, 1989-1992, were included in legislation introduced at the end of 1988.

Following the introduction of the funding plan in 1985, the Commonwealth Government negotiated resource agreements with all State government and non-government school system authorities. These made available the increases in general recurrent grants and directed them to improving education outcomes within priority areas, by means of agreed projects.

School organisation and operation

Primary schooling provides a general elementary program lasting for 7 or 8 years until Years 6 or 7. Students enter secondary schools at Year 7 in some State systems and at Year 8 in others. Secondary education is generally comprehensive and co-educational. Most students attend schools reasonably near to their homes. Usually primary and secondary schools are separate institutions, but in some country areas there are area or central schools which provide both forms of schooling. Non-government schools follow a similar pattern, but a significant though declining proportion are single sex institutions. In Tasmania and the Australian Capital Territory, attendance for the final two years of government schooling is at separate secondary colleges.

Generally, schools in Australia have a considerable degree of autonomy. Most State departments have established regional administrations which are responsible for matters such as planning school buildings and deploying staff while a central curriculum unit provides general guidelines on course planning. In general, individual schools determine teaching and learning approaches within the guidelines and offer options within resources available and the attitudes and interests of students. Some systems encourage school-based curriculum development and, in the case of the Australian Capital Territory, school-based assessment in place of external examinations. While schools usually have a parents' association, there has been encouragement of greater community participation in general decision making at school level in some systems through parent representation on school councils and boards.

Specialist services and programs provided in schools include educational or vocational counselling by a permanent or visiting teacher, English as a Second Language program by specialist teachers (especially in schools with significant numbers of children from non-English speaking backgrounds), special programs designed to assist Aboriginal school

children (including the widespread use of Aboriginal teachers' aides and bilingual education programs in communities where the children's first language is an Aboriginal language), a variety of programs for gifted and talented children, and remedial assistance for children with learning difficulties.

Primary education

In the lower primary years the main emphasis is on the development of basic language and literacy skills, simple arithmetic, moral and social education, health training and some creative activities.

In the upper primary years there is development of the skills learned in the earlier years. English, mathematics, social studies, science, music, art and craft, physical education and health are studied. There are also optional subjects such as religious instruction and, in some schools, foreign and community languages and instrumental music.

Students in Australian primary schools usually have only one teacher for all subjects, and are promoted each year on the basis of completing the previous year, rather than on achievement. In schools where open plan learning styles have been adopted, the method of team teaching (more than one teacher to a class) and multi-age grouping of students is often practised.

Secondary education

In some systems, the first one or two years of secondary school consist of a general program which is followed by all students, although there may be some electives. In later years a basic core of subjects is retained with students being able to select additional optional subjects. In other systems, students select options from the beginning of secondary school.

The core subjects in all systems are English, mathematics, science and, usually, a humanities or social science subject. Optional subjects may include, for example, a foreign language, a further humanities or social science subject, commerce, art, crafts, music, home economics, a manual arts subject, agriculture, physical education or health education. Some schools offer optional courses in subjects such as consumer education, conversational foreign languages, shorthand, typing, road safety, drama and leisure-time activities.

In senior secondary years, a wider range of options is available in the larger schools and there is an increasing trend towards encouraging individual schools to develop courses suited to the needs and interests of their students, subject to accreditation and moderation procedures.

In the Northern Territory, two Aboriginal residential colleges assist Aboriginals to participate in secondary education.

Students in Australian secondary schools generally have different teachers for each separate subject area, though, like primary schools, variations may occur where open planned or more flexible methods have been adopted. Promotion is, again, generally chronological, but students may be grouped according to ability after an initial period in unstreamed classes.

Examinations and assessment at each level are carried out by individual schools except Year 12 in the systems which have retained external examinations at Year 12 level. Students attaining the minimum school leaving age may leave school and seek employment, or enrol in a vocationally oriented course in a TAFE institution or a private business college. For many TAFE courses, completion of Year 10 of secondary school is a minimum entry requirement. For those continuing to the end of secondary school (Year 12), opportunities for further study are available in TAFE institutions, universities, colleges of advanced education and other post-school institutions. The latter include non-government teachers colleges and a few single purpose institutions such as the Australian Film, Television and Radio School, the Australian Maritime College and the National Institute of Dramatic Art.

Students' eligibility for entry to universities and colleges of advanced education is assessed during, or at the end of, the final two years of secondary schooling. Five States and the Northern Territory use different combinations of school assessment and public examinations. In Queensland and the Australian Capital Territory eligibility to enter higher education is determined from moderated and standardised school assessments. Several education systems are currently reviewing their senior secondary school assessment procedures.

Other schooling arrangements

Children may be exempted from the requirement of compulsory attendance if they live too far from a school or suffer a physical disability. These children usually receive correspondence tuition. Special schools are available in larger centres for socially, physically and mentally handicapped children in cases where they are not catered for in special or regular classes in ordinary schools.

In addition to correspondence tuition there are provisions for children in isolated areas. Schools of the Air operate in New South Wales, South Australia, Queensland, Western Australia and the Northern Territory.

The Remote Area Program for Aborigines (RAPA) is designed to provide post primary age students (12–15 years) in remote communities with an extended and improved range of course options emphasising vocational skills and courses relevant to community development.

Schooling for the children of Aboriginal groups in remote areas of the Northern Territory is conducted by Aboriginal teaching assistants supported by visiting teachers from established schools. The Scheme for the Placement of Teachers in Aboriginal Schools aims to improve the quality of teaching in schools with high Aboriginal enrolments and to increase Aboriginal community involvement in teacher selection.

Special education is provided by State governments and non-government authorities in specialist schools, in special classes or units in regular schools or by withdrawal from regular classes for periods of intensive assistance by special staff. In all States and particularly in New South Wales, Queensland and Victoria, parents have formed voluntary organisations to establish additional schools catering for their children's special needs. The Commonwealth Government provides funds to State authorities to assist in the upgrading of special education facilities.

Boarding facilities are available at some non-government schools mainly in the larger towns and cities. A small number of government schools, in particular those catering for groups such as Aborigines, have residential hostels close by.

SCHOOLS, STUDENTS AND TEACHING STAFF BY CATEGORY OF SCHOOL (AND NON-GOVERNMENT AFFILIATION), AUSTRALIA, 1987

	<i>Government schools</i>	<i>Non-government schools</i>				<i>All schools</i>
		<i>Anglican</i>	<i>Catholic</i>	<i>Other</i>	<i>Total (a)</i>	
Number of schools	7,575	112	1,719	673	2,504	10,079
Number of students—						
Males	1,128,722	40,082	292,884	71,757	404,723	1,533,445
Females	1,068,020	34,272	292,282	76,864	403,418	1,471,438
Persons	2,196,742	74,354	585,166	148,621	808,141	3,004,883
Number of teaching staff (b)—						
Males	62,148	2,559	11,470	4,384	18,413	80,560
Females	86,825	2,855	22,027	6,248	31,130	117,955
Persons	148,972	5,414	33,497	10,632	49,543	198,516

(a) Includes special schools administered by government authorities other than the State Departments of Education in Victoria and Western Australia. (b) Full-time teaching staff plus full-time equivalents of part-time teaching staff.

STUDENTS BY CATEGORY OF SCHOOL AND SEX, AUSTRALIA

	1982 (a)	1983 (a)	1984	1985	1986	1987
GOVERNMENT SCHOOLS						
Males	1,171,506	1,173,036	1,162,979	1,147,561	1,134,704	1,128,722
Females	1,111,459	1,107,986	1,097,572	1,083,272	1,073,097	1,068,020
Persons	2,282,965	2,281,022	2,260,551	2,230,833	2,207,801	2,196,742
NON-GOVERNMENT SCHOOLS						
Males	355,964	368,321	379,652	389,385	397,705	404,723
Females	355,718	366,463	377,400	385,951	395,883	403,418
Persons	711,682	734,784	757,052	775,336	793,588	808,141
SCHOOLS						
Males	(a)	(a)	1,542,631	1,536,946	1,532,409	1,533,445
Females	(a)	(a)	1,474,972	1,469,223	1,468,980	1,471,438
Persons	(a)	(a)	3,017,603	3,006,169	3,001,389	3,004,883

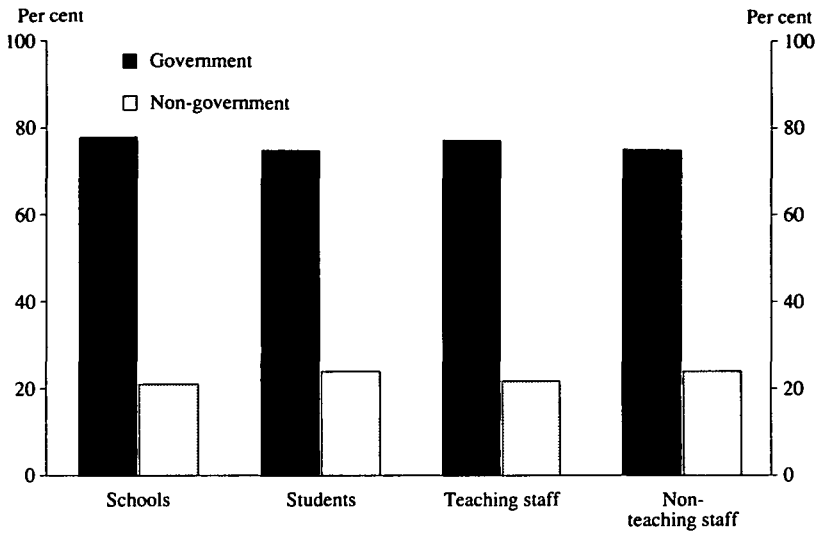
(a) The government and non-government school sectors have not been totalled for 1982 and 1983 as the two sectors vary in scope and coverage for those years. In addition, care should be exercised when comparing data in this publication with that prior to 1982 and 1984 for the government and non-government series respectively.

NUMBER OF FULL-TIME STUDENTS BY CATEGORY OF SCHOOL (AND NON-GOVERNMENT AFFILIATION), SEX AND LEVEL/YEAR OF EDUCATION, AUSTRALIA

Level /Year of education	Government schools	Non-government schools (a)				All schools		
		Anglican	Catholic	Other	Total	Males	Females	Persons
1986								
Primary—								
Pre-year 1 (b)	124,417	1,756	36,448	5,827	44,031	86,361	82,087	168,448
Year 1	180,110	2,048	46,375	7,478	55,901	122,178	113,833	236,011
Year 2	177,382	2,086	45,936	7,296	55,318	119,499	113,201	232,700
Year 3	176,011	2,511	45,856	7,416	55,783	118,729	113,065	231,794
Year 4	177,111	2,778	45,819	7,556	56,153	119,518	113,746	233,264
Year 5	179,480	3,536	47,236	8,252	59,024	122,159	116,345	238,504
Year 6	184,491	4,172	48,879	8,909	61,960	126,406	120,045	246,451
Year 7 (c)	70,818	1,524	14,354	3,259	19,137	46,296	43,659	89,955
Ungraded	9,997	10	201	1,323	1,534	6,954	4,577	11,531
Total primary	1,279,817	20,421	331,104	57,316	408,841	868,100	820,558	1,688,658
Secondary—								
Year 7 (d)	114,638	6,293	35,405	9,746	51,444	85,251	80,831	166,082
Year 8	189,799	9,156	50,653	15,601	75,410	135,901	129,308	265,209
Year 9	200,966	9,673	50,493	15,953	76,119	141,132	135,953	277,085
Year 10	189,773	9,522	49,219	15,442	74,183	133,074	130,882	263,956
Year 11	124,392	8,975	36,060	13,354	58,389	90,000	92,781	182,781
Year 12	82,515	7,534	27,311	10,752	45,597	61,038	67,074	128,112
Ungraded	5,608	19	207	398	624	3,691	2,541	6,232
Total secondary	907,691	51,172	249,348	81,246	381,766	650,087	639,370	1,289,457
Special (e)—								
Primary	5,568	15	244	532	791	3,922	2,437	6,359
Secondary	3,020	16	259	472	747	2,303	1,464	3,767
Not identifiable as primary or secondary	11,705	—	68	1,375	1,443	7,997	5,151	13,148
Total special	20,293	31	571	2,379	2,981	14,222	9,052	23,274
Total students	2,207,801	71,624	581,023	140,941	793,588	1,532,409	1,468,980	3,001,389
1987								
Primary—								
Pre-year 1 (b)	127,870	1,872	36,825	6,248	44,945	88,493	84,322	172,815
Year 1	186,251	2,211	47,324	8,139	57,674	126,090	117,835	243,925
Year 2	177,176	2,205	46,301	7,756	56,262	120,140	113,298	233,438
Year 3	175,303	2,497	46,172	7,769	56,438	118,620	113,121	231,741
Year 4	175,230	2,936	46,241	8,064	57,241	118,983	113,488	232,471
Year 5	175,804	3,665	46,565	8,620	58,850	120,253	114,401	234,654
Year 6	178,862	4,233	47,386	9,295	60,914	122,783	116,993	239,776
Year 7 (c)	68,224	1,613	13,965	3,289	18,867	44,776	42,315	87,091
Ungraded	9,706	11	284	1,478	1,773	6,983	4,496	11,479
Total primary	1,274,426	21,243	331,063	60,658	412,964	867,121	820,269	1,687,390
Secondary—								
Year 7 (d)	109,535	6,342	34,895	9,948	51,185	82,482	78,238	160,720
Year 8	180,862	9,640	50,781	16,237	76,658	132,424	125,096	257,520
Year 9	188,441	9,604	50,157	15,946	75,707	134,969	129,179	264,148
Year 10	189,905	9,825	49,237	15,951	75,013	134,233	130,685	264,918
Year 11	135,952	9,630	38,576	14,937	63,143	97,209	101,886	199,095
Year 12	92,231	8,016	29,694	12,166	49,876	67,585	74,522	142,107
Ungraded	6,156	25	149	499	673	3,907	2,922	6,829
Total secondary	903,082	53,082	253,489	85,684	392,255	652,809	642,528	1,295,337
Special (e)—								
Primary	3,408	15	234	418	667	2,564	1,511	4,075
Secondary	3,021	14	292	375	681	2,319	1,383	3,702
Not identifiable as primary or secondary	12,805	—	88	1,486	1,574	8,632	5,747	14,379
Total special	19,234	29	614	2,279	2,922	13,515	8,641	22,156
Total students	2,196,742	74,354	585,166	148,621	808,141	1,533,445	1,471,438	3,004,883

(a) Includes full-time students attending special schools administered by government authorities other than the State Departments of Education. (b) Pre-year 1 comprises Kindergarten in NSW and ACT, Preparatory in Vic., and Tas., Reception in SA, and Transition in NT. (c) Year 7 is primary education in Qld, SA, WA, and NT. (d) Year 7 is secondary education in NSW, Vic., Tas., and the ACT. (e) Attending special schools.

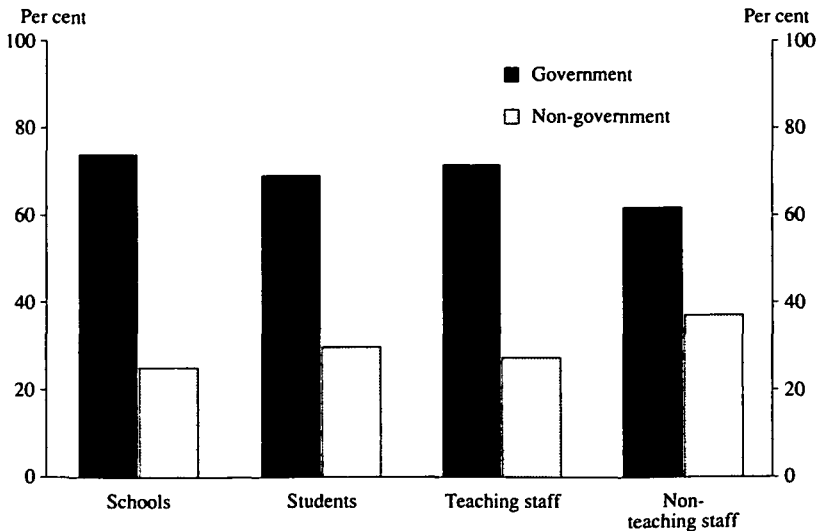
**PRIMARY SCHOOLS, FULL-TIME STUDENTS AND FTE(a) OF SCHOOL STAFF
BY CATEGORY OF SCHOOL, AUSTRALIA, 1987**



(a) Full-time teaching staff plus full-time equivalents of part-time teaching staff.

Note: Combined Primary/Secondary schools are not included in the above graph; however the associated students and staff are included. Special schools and their associated students and staff are not included in the above graph.

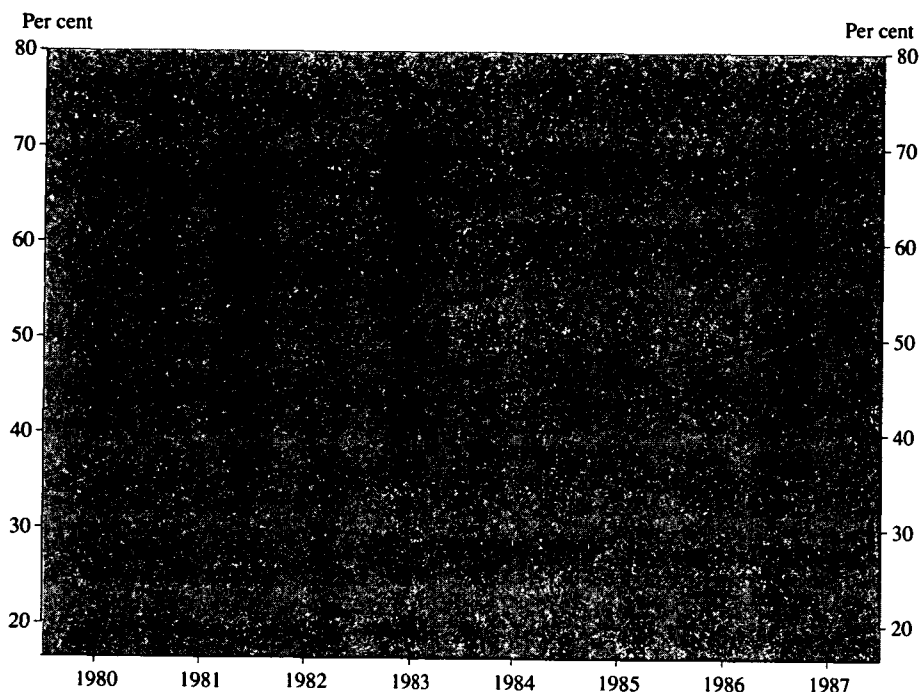
**SECONDARY SCHOOLS, FULL-TIME STUDENTS AND FTE(a) OF SCHOOL STAFF
BY CATEGORY OF SCHOOL, AUSTRALIA, 1987**



(a) Full-time teaching staff plus full-time equivalents of part-time teaching staff.

Note: Combined Primary/Secondary schools are not included in the above graph; however the associated students and staff are included. Special schools and their associated students and staff are not included in the above graph.

**APPARENT RETENTION RATES OF SCHOOL STUDENTS TO YEAR 12
BY CATEGORY OF SCHOOL AND SEX, AUSTRALIA, 1980-1987**



The apparent retention rate is the percentage of students of a given cohort group who continued to a particular level/year of education. In the above diagram, apparent retention rates have been calculated for students who continued to Year 12 from their respective cohort group at the commencement of their secondary schooling.

Care should be exercised in the interpretation of apparent retention rates since a range of factors affecting their calculation have not been taken into account. At the Australia level these include students repeating a year of education, migration and other net changes to the school population.

Comparisons between government and non-government schools must be made with caution because of the net transfer of students from government to non-government schools which tends to inflate the non-government school retention rates and reduce the government school rates. International comparisons are another area where structural differences must be taken into account.

Apparent retention rates are an important measure of performance of education systems and related government policies. The Commonwealth Department of Employment, Education and Training has set a national apparent retention rate target of 63 per cent to Year 12 by 1992.

Tertiary Education

Tertiary education is provided in universities, colleges of advanced education and institutes of tertiary education (which are known collectively as higher education institutions) and in technical and further education institutions. Higher education institutions are self-governing, established in the States under State legislation. Technical and further education institutions operate as part of State-wide TAFE systems. Tuition fees are not charged for Australian students undertaking award courses in government funded tertiary education institutions. An administration charge was introduced for higher education students in 1987. Some institutions offer full fee courses for overseas students.

A recent development in Australian tertiary education has been the establishment of private institutions. By way of example the Bond University of Technology has been established in Queensland. It will operate on a fee paying basis and plans to take its first students in 1989.

At the national level, the Commonwealth Government, through its Department of Employment, Education and Training, provides a number of schemes of assistance for Australian students to facilitate access to education. A brief description of these schemes was given in *Year Book* No. 64 and a list of these schemes is included in the statistical table 'Student Assistance Schemes' within this chapter.

Technical and further education—TAFE

The major part of technical and further education in Australia is provided in government administered institutions variously known as colleges, schools, or centres of technical and further education. There is also some TAFE provision in some colleges of advanced education, agricultural colleges and adult education authorities. These institutions are spread widely throughout Australia in both metropolitan and country areas. They vary greatly in size and in the scope of their educational provisions, though the largest tend to be located in metropolitan regions. TAFE institutions operate from early February to mid December, in either three terms or two semesters depending on the institution.

Each of the States provides the bulk of the finance for its own institutions. The Commonwealth government provides supplementary funds to the States on the basis of recommendations from the Department of Employment, Education and Training.

Government TAFE institutions offer an extremely wide range of vocational and non-vocational courses. Courses may be designed to supplement previous training, to provide specialised instruction in particular aspects of job skills, pre-vocational training prior to employment, preparatory or bridging instruction to permit entry to a chosen vocational course or adult education for personal interest, leisure or general enrichment purposes. Courses may be classified into 4 major series: 1,000 Recreation, Leisure and Personal Enrichment; 2,000 Entry to Employment or Further Education; 3,000 Initial Vocational Courses; 4,000 Courses Subsequent to Initial Vocational Courses. These series, introduced for the 1986 TAFE collection of data, are represented by the 17 streams of study listed in the table below. Stream 1,000 replaces the old stream 6 classification, and streams 2,100 to 4,500 replace the old streams 1–5. The majority of TAFE courses are part-time, concurrent with employment, but there is also provision for full-time and external study.

There are additionally some non-government bodies which offer technical and further education of a non-apprenticeship nature. Business colleges offer courses in secretarial studies, while agencies such as the Workers Educational Association and a range of voluntary groups help meet adult education needs in the community.

The Department of Employment, Education and Training conducts an annual TAFE statistical collection. A key feature of the collection is its emphasis on the individual *student* as the unit of reporting rather than on enrolment.

TECHNICAL AND FURTHER EDUCATION: STUDENTS WITHIN EACH STREAM OF STUDY, 1986

(Source: Department of Employment, Education and Training)

Stream of study	NSW	Vic.	Qld	WA	SA	Tas.	NT	ACT	Australia		
									Males	Females	Persons
1000 Recreation, leisure	150,513	161,807	52,319	53,891	38,484	21,884	5,192	7,942	126,176	365,856	492,032
2100 Basic employment skills	55,154	28,548	5,627	6,078	29,374	2,220	2,308	4,808	53,866	80,251	134,117
2200 Educational preparation	19,092	39,964	13,672	14,400	9,394	1,423	465	3,614	41,918	60,106	102,024
3100 Operatives: initial	82,425	17,073	29,353	3,150	22,691	1,823	2,691	4,123	78,129	85,200	163,329
3211 Recognised trades: part exempt	5,272	867	3,417	913	2,005	354	294	23	11,901	1,244	13,145
3212 Recognised trades: complete	37,702	33,804	12,790	8,948	9,992	3,117	1,051	1,959	96,146	13,217	109,363
3221 Other skills: part exempt	0	1,387	781	95	8,296	0	556	31	5,393	5,753	11,146
3222 Other skills: complete	30,113	16,592	22,325	35,301	19,011	3,905	698	4,729	55,376	77,298	132,674
3300 Trade technician: supervisory	68,052	17,200	2,680	2,035	6,412	299	126	292	40,602	56,494	97,096
3400 Para-professional technician	5,432	23,797	8,902	17,849	671	3,724	202	3,146	37,915	25,808	63,723
3500 Para-prof. higher technician	37,596	620	2,026	27	2,751	570	1,083	0	29,294	15,379	44,673
3600 Professional	502	281	0	449	0	0	0	0	576	656	1,232
4100 Operatives: post initial	5,128	1,060	2,420	355	1,177	75	41	345	6,190	4,411	10,601
4200 Trades/other skills: post initial	15,263	40,253	9,845	4,827	804	3,178	317	3,469	51,102	26,854	77,956
4300 Trade tech/super: post initial	2,340	1,752	178	223	204	0	189	25	3,079	1,832	4,911
4400 Para-prof. tech: post initial	476	1,680	84	25	0	179	22	250	2,137	579	2,716
4500 Para-prof. high tech: post initial	2,465	11	291	0	54	48	0	56	1,860	1,065	2,925
<i>Total net streams</i>											
2100-4500 (a)	330,052	210,895	106,197	81,862	104,817	19,416	9,480	23,960	471,119	415,560	886,679
Total net all streams	478,408	366,466	158,205	134,837	140,892	41,300	14,434	31,580	593,205	772,917	1,366,122

(a) The sum of the stream of study components does not add to the total as students enrolled in two or more streams have only been counted once in the total.

TECHNICAL AND FURTHER EDUCATION: STUDENTS (STREAMS 2100-4500) BY SEX, TYPE OF ATTENDANCE AND AGE GROUP, AUSTRALIA, 1986

(Source: Department of Employment, Education and Training)

Age group (years)	Males			Females			Persons		
	Full-time	Part-time	Total	Full-time	Part-time	Total	Full-time	Part-time	Total
16 & under	7,310	28,415	35,725	5,839	22,824	28,663	13,149	51,239	64,388
17	7,671	28,547	36,218	5,685	14,964	20,649	13,356	43,511	56,867
18	6,753	34,932	41,685	5,656	17,725	23,381	12,409	52,657	65,066
19	4,575	31,144	35,719	3,316	16,120	19,436	7,891	47,264	55,155
19 & under	26,309	123,038	149,347	20,496	71,633	92,129	46,805	194,671	241,476
20-24	7,419	85,741	93,160	6,061	60,538	66,599	13,480	146,279	159,759
25-29	2,496	57,967	60,463	2,349	48,922	51,271	4,845	106,889	111,734
30-39	2,243	77,990	80,233	3,495	83,920	87,415	5,738	161,910	167,648
40-49	605	33,786	34,391	1,447	47,492	48,939	2,052	81,278	83,330
50-59	200	12,418	12,618	354	19,562	19,916	554	31,980	32,534
60-64	49	2,891	2,940	71	5,455	5,526	120	8,346	8,466
65 & over	95	5,636	5,731	130	8,135	8,265	225	13,771	13,996
Not stated	731	31,505	32,236	506	34,994	35,500	1,237	66,499	67,736
Total	40,147	430,972	471,119	34,909	380,651	415,560	75,056	811,623	886,679

**TECHNICAL AND FURTHER EDUCATION: DUTY HOURS OF TEACHING STAFF ('000) AND
FULL-TIME TEACHING STAFF NUMBERS BY TYPE OF APPOINTMENT, 1986**
(Source: Department of Employment, Education and Training)

<i>Type of appointment and activity</i>	<i>NSW</i>	<i>Vic.</i>	<i>Qld</i>	<i>SA</i>	<i>WA</i>	<i>Tas.</i>	<i>NT</i>	<i>ACT</i>	<i>Aust.</i>
Full-time									
Teaching hours	2,841.3	2,697.7	1,273.1	832.8	906.5	263.9	141.1	193.8	9,150.2
Non-teaching hours	3,589.4	2,289.3	1,725.5	1,454.9	734.2	378.9	232.0	318.9	10,723.1
Total duty hours	6,430.7	4,987.0	2,998.6	2,287.7	1,640.7	642.8	373.1	512.7	19,873.3
Number of Staff	5,477	5,353	2,412	1,725	1,659	530	281	519	17,956
Part-time									
Teaching hours	1,985.3	1,016.7	667.4	366.2	378.2	187.9	56.1	168.0	4,825.8
Non-teaching hours	266.4	155.2	90.0	12.7	6.7	7.0	11.8	19.5	569.3
Total duty hours	2,251.7	1,171.9	757.4	378.9	384.9	194.9	67.9	203.1	5,410.7
All teaching staff									
Teaching hours	4,826.6	3,714.4	1,940.5	1,199.0	1,284.7	451.8	197.2	361.8	13,976.0
Non-teaching hours	3,855.8	2,444.5	1,815.5	1,467.6	740.9	385.9	243.8	338.4	11,292.4
Total duty hours	8,682.4	6,158.9	3,756.0	2,666.6	2,025.6	837.7	441.0	700.2	25,268.4

Colleges of advanced education

Colleges of advanced education normally operate over three terms or two semesters, beginning in early to late February and running to mid-December. Students commencing courses will have completed a full secondary education, or will have demonstrated that they have high probability of successfully completing a course. There is keen demand for places at many institutions and quotas are often placed on new enrolments at many of the larger colleges. Students are able to enrol on a full-time or part-time basis and there are usually provisions for mature-age entry.

Colleges of advanced education emphasise undergraduate teaching more than research. Undergraduate courses offered are usually at diploma or degree level, although some associate diploma level courses are also offered. Colleges are able to offer post-graduate level courses, either at diploma or masters degree level. Most colleges have a commitment to part-time study, and many offer 'sandwich' courses, which provide a period of full-time study with associated periods of full-time employment. Some colleges also offer external courses.

Colleges of advanced education offer a great variety of courses embracing such areas as applied science, teacher education, business and secretarial studies, liberal arts, and health science studies. The duration of a basic undergraduate course is two to three full-time years, at the conclusion of which an associate diploma, diploma or bachelor degree is awarded.

Some colleges may be large, diversified or multi-vocational institutions, while others are small single purpose institutions. There are 46 colleges of advanced education which can be broadly classified into the following categories:

- central institutes of technology;
- other multi-purpose metropolitan colleges;
- regional colleges;
- specialist colleges.

In addition there are two institutes of advanced education within universities.

The tuition system in colleges of advanced education is similar to that in universities. Lectures, tutorials and seminars are organised by the institution in the subjects offered. Normally, assessment of a student's progress is made by examination and/or completion of prescribed coursework.

Halls of residence are provided at some colleges of advanced education, principally those located in country areas. These can accommodate some, but not usually all, students enrolled at those institutions.

ADVANCED EDUCATION: STUDENTS BY TYPE OF INSTITUTION, AUSTRALIA

(Source: Department of Employment, Education and Training)

Course level	Type of institution					Total
	College of advanced education	Institute of advanced education within a university	TAFE institution	Other Commonwealth institution	Other	
1986						
Course level—						
Masters degree	2,464	—	—	—	—	2,464
Graduate diploma	25,251	179	77	17	498	26,022
Bachelor degree	112,977	1,432	1,606	125	770	116,910
Diploma	34,690	1,042	924	93	1,160	37,909
Associate diploma	19,794	656	2,951	23	90	23,514
Non-award (a)	2,146	8	194	48	8	2,404
Total students enrolled	197,322	3,317	5,752	306	2,526	209,223
1987 (b)						
Course level—						
Masters degree	2,638	—	—	—	—	2,638
Graduate diploma	24,356	151	187	13	304	25,011
Bachelor degree	119,299	1,661	1,950	129	765	123,804
Diploma	35,822	750	711	73	999	38,355
Associate diploma	17,758	711	3,067	24	91	21,651
Non-award (a)	1,439	1	32	—	—	1,472
Total students enrolled	201,312	3,274	5,947	239	2,159	212,931

(a) Students who are enrolled in parts of advanced education courses, including single subjects, but who are not proceeding to an award of the institution (previously known as Miscellaneous). (b) Excludes students attending the following institutions previously included: Aboriginal Islanders Development Scheme (12), Australian College of Physical Education (134), International College of Osteopathy (4), and NSW Theological Colleges (513).

ADVANCED EDUCATION: STUDENTS BY COURSE LEVEL; TYPE OF ENROLMENT; AGE-GROUP AND SEX, AUSTRALIA

(Source: Department of Employment, Education and Training)

	1982	1983	1984	1985	1986	1987
Course level—						
Masters degree	1,457	1,585	1,815	2,054	2,464	2,638
Graduate diploma	21,443	22,309	22,952	24,362	26,022	25,011
Bachelor degree	93,056	97,260	101,679	107,528	116,910	123,804
Diploma	33,562	35,266	34,581	35,548	37,909	38,355
Associate diploma	16,319	20,202	21,963	22,948	23,514	21,651
Non-award (a)	2,751	3,271	2,830	2,791	2,404	1,472
Type of enrolment—						
Full-time internal	77,795	86,325	90,852	97,360	105,019	118,380
Part-time internal	65,992	67,754	67,679	68,759	72,263	64,558
External	24,801	25,814	27,289	29,112	31,941	29,993
Age (in years)—						
19 and under	45,684	48,404	49,957	53,693	58,102	65,109
20-29	75,431	79,984	81,358	83,776	88,594	88,249
30-59	46,366	49,689	52,729	56,453	61,360	58,801
60 and over	320	439	425	474	487	399
Not stated	787	1,377	1,351	835	680	373
Sex—						
Males	87,504	93,316	96,544	99,370	103,616	101,294
Females	81,084	86,577	89,276	95,861	105,607	111,637
Persons	168,588	179,893	185,820	195,231	209,223	212,931

(a) Non-award students are students enrolled in parts of advanced education courses, including single subjects, who are not proceeding to an award (previously known as Miscellaneous).

NOTE: The statistics prior to 1983 relate only to advanced education courses conducted at colleges of advanced education and institutes of advanced education in universities (former CAEs). The statistics for 1983 onwards relate to all advanced education courses conducted within any tertiary education institution in Australia.

**UNIVERSITIES AND ADVANCED EDUCATION COMMENCING AND TOTAL STUDENTS BY COURSE LEVEL AND FIELD OF STUDY, AUSTRALIA,
1987**

(Source: Commonwealth Tertiary Education Commission)

Field of Study (a)	Commencing Students				Total Students			
	Higher Degree	Bachelor Degree	Other	Total	Higher Degree	Bachelor Degree	Other	Total
	UNIVERSITIES							
Agriculture/Animal Husbandry	200	482	72	754	729	1,685	103	2,517
Architecture/Building	185	924	107	1,216	533	3,457	218	4,208
Arts/Humanities/Social Sciences	2,102	18,614	1,012	21,728	6,246	53,113	1,679	61,038
Business Admin./Economics	1,476	7,706	539	9,721	3,538	21,665	975	26,178
Education	1,422	2,034	2,353	5,809	4,213	6,479	3,099	13,791
Engineering/Surveying	706	3,590	206	4,502	2,326	11,774	347	14,447
Health	582	2,386	208	3,176	1,937	11,041	318	13,296
Law/Legal Studies	341	1,788	256	2,385	870	7,088	354	8,312
Science	1,318	9,116	831	11,265	4,676	25,327	1,493	31,496
Veterinary Science	81	312	16	409	262	1,179	17	1,458
Non-award	—	—	3,007	3,007	—	—	4,062	4,062
Total 1987	8,413	46,952	8,607	63,972	25,330	142,808	12,665	180,803
1986	7,402	44,465	9,232	63,099	25,430	142,183	13,870	181,483
ADVANCED EDUCATION								
Agriculture/Animal Husbandry	127	664	1,070	1,861	171	1,838	2,535	4,544
Architecture/Building	193	1,271	73	1,537	487	4,062	217	4,766
Arts/Humanities/Social Sciences	1,921	10,246	3,656	15,823	3,360	23,747	7,569	34,676
Business Admin./Economics	2,904	13,329	2,383	18,616	5,701	35,868	4,941	46,510
Education	6,681	8,521	9,471	24,673	11,388	22,852	24,081	58,321
Engineering/Surveying	665	3,561	994	5,220	1,477	11,551	2,623	15,651
Health	956	3,600	6,305	10,861	1,815	8,599	13,618	24,032
Law/Legal Studies	573	475	184	1,232	612	1,877	544	3,033
Science	1,372	5,471	1,937	8,780	2,638	13,410	3,878	19,926
Veterinary Science	—	—	—	—	—	—	—	—
Non award	—	—	1,225	1,225	—	—	1,472	1,472
Total 1987	15,392	47,138	27,298	89,828	27,649	123,804	61,478	212,931
1986	15,221	43,126	27,544	85,891	28,486	116,910	63,827	209,223

(a) Some Field of Study data may not be comparable with data previously published.

ADVANCED EDUCATION: TEACHING AND NON-TEACHING STAFF, AUSTRALIA
(Full-time equivalent units, rounded to whole numbers)

(Source: Department of Employment, Education and Training)

	1982	1983	1984	1985	1986	1987
Teaching staff (a)—						
Full-time	8,605	9,012	9,079	9,401	9,738	10,103
Part-time	1,223	1,418	1,528	1,638	1,832	2,023
Total	9,828	10,430	10,607	11,039	11,570	12,126
Non-teaching staff (b)—						
Full-time	9,874	9,905	10,268	10,306	10,636	11,020
Part-time	995	966	1,027	1,063	1,132	1,361
Total	10,869	10,871	11,295	11,369	11,768	12,381

(a) The teaching staff statistics prior to 1983 relate only to the teaching of advanced education courses conducted at CAEs and institutes of advanced education in universities (former CAEs); the statistics for 1983 onwards relate to the teaching of all advanced education courses conducted within any tertiary education institution in Australia. (b) Non-teaching staff statistics for all years relate only to CAEs.

Universities

The university year in Australia normally runs from late February or early March to mid December over three terms or two semesters depending on the institution. Normally students commencing courses will have completed a full secondary education, though most universities have some provisions for admitting other persons who can demonstrate that they have a high probability of successfully completing a course. As with colleges of advanced education, there is high demand for places in universities and there are quotas on new enrolments in most faculties in Australian universities. Although there are usually provisions for mature-age entry, the majority of students proceed straight from school.

UNIVERSITIES: STUDENTS BY COURSE LEVEL; TYPE OF ENROLMENT; AGE GROUP AND SEX, AUSTRALIA

(Source: Department of Employment, Education and Training)

	1982	1983	1984	1985	1986	1987
Course level—						
Doctorate (a)	7,040	7,195	7,485	7,805	8,064	8,311
Masters degree	16,341	16,338	16,488	16,749	17,366	17,019
Bachelor degree	131,992	133,275	135,605	137,490	142,183	142,808
Non-degree	12,030	12,542	13,100	13,432	13,870	12,665
Type of enrolment (b)—						
Full-time internal	100,357	102,801	106,019	107,427	110,670	115,774
Part-time internal	51,900	51,231	50,682	51,562	53,211	49,291
External	15,146	15,318	15,977	16,487	17,602	15,738
Age (in years)—						
19 and under	47,594	47,953	49,018	50,168	53,373	56,731
20–29	77,111	77,583	78,301	78,429	79,106	77,407
30–59	41,576	42,573	43,936	45,286	47,473	45,223
60 and over	952	1,095	1,232	1,416	1,462	1,332
Not stated	170	146	191	177	69	110
Sex—						
Males	94,354	94,508	95,157	95,146	96,703	95,090
Females	73,049	74,842	77,521	80,330	84,780	85,713
Persons	167,403	169,350	172,678	175,476	181,483	180,803

(a) Comprises PhDs and doctorates other than PhDs. (b) Prior to 1983 full-time external students were included with full-time internal students. Since 1983 they have been included in the external category.

**UNIVERSITIES: STUDENTS COMPLETING COURSES; BY SEX AND COURSE LEVEL,
AUSTRALIA (a)**

(Source: Department of Employment, Education and Training)

<i>Course level</i>	<i>1982</i>	<i>1983</i>	<i>1984</i>	<i>1985</i>	<i>1986 (b)</i>	<i>1986 (c)</i>
MALES						
Doctorate (other than PhD)	51	45	47	54	59	44
Doctor of Philosophy (PhD)	697	704	761	736	814	862
Masters degree	1,617	1,830	1,997	2,016	1,955	2,063
Post-graduate diploma	1,362	1,337	1,393	1,390	1,453	1,320
Bachelor degree	14,208	14,148	14,448	14,572	14,038	14,771
Total	17,935	18,064	18,646	18,768	18,319	19,060
FEMALES						
Doctorate (other than PhD)	5	3	3	4	8	4
Doctor of Philosophy (PhD)	204	202	195	213	247	287
Masters degree	623	754	846	872	934	1,134
Post-graduate diploma	1,599	1,507	1,634	1,684	1,611	1,728
Bachelor degree	10,999	11,579	11,470	11,879	12,493	13,382
Total	13,430	14,045	14,148	14,652	15,293	16,535
PERSONS						
Doctorate (other than PhD)	56	48	50	58	67	48
Doctor of Philosophy (PhD)	901	906	956	949	1,061	1,149
Masters degree	2,240	2,584	2,843	2,888	2,889	3,197
Post-graduate diploma	2,961	2,844	3,027	3,074	3,064	3,048
Bachelor degree	25,207	25,727	25,918	26,451	26,531	28,153
Total	31,365	32,109	32,794	33,420	33,612	35,595

(a) DEET has introduced a new reference period for students completing university courses. Data for the transition year of 1986 are therefore presented to reflect both the old and new reference periods. (b) Data for this and previous years are based on the reference period 1 July to 30 June. (c) Based on the reference period 1 January to 31 December.

The Commonwealth Government funds nineteen universities, most of which are located in the capital cities. Universities are autonomous institutions established under Acts of the appropriate parliament. The basic undergraduate course in most disciplines is three or four full-time years in duration, at the conclusion of which a bachelor degree is awarded. A further one to two years of full-time study is required for a masters degree, and three to five years for a doctoral degree. Universities also offer post-graduate diploma courses in some disciplines. All universities offer full-time and part-time courses, and some offer external studies. In 1987, 64 per cent of students were enrolled in full-time study. As well as providing undergraduate courses, Australian universities are centres of post-graduate study and research. Some universities have institutes or units involved exclusively in research or post-graduate teaching. In 1987, 14 per cent of university students were undertaking higher degree study.

Courses in Australian universities are normally organised in faculties or schools, and students generally elect to study in a number of subject areas, or departments, within a faculty or school. Universities will generally offer some, but not all, of the following courses of study: agriculture, architecture, arts, dentistry, economics, education, engineering, law, medicine, music, science and veterinary science.

The system of tuition in universities is normally by means of lectures, tutorials, seminars and supervised practical work. Normally, assessment of a student's progress is made by examination and/or completion of prescribed coursework or of individual research.

Most universities have halls of residence on the campus which accommodate some of the students currently enrolled, usually those from remote or country areas. Student organisations on campus provide a wide range of sporting and social facilities for students.

UNIVERSITIES: STAFF BY TYPE OF EMPLOYMENT, AUSTRALIA
(Full-time equivalent units, rounded to whole numbers)

(Source: Department of Employment, Education and Training)

	1982	1983	1984	1985	1986	1987
Teaching-and-research staff—						
Full-time	10,499	10,353	10,454	10,539	10,655	10,713
Part-time	1,108	1,084	1,173	1,212	1,159	1,162
<i>Total</i>	<i>11,607</i>	<i>11,437</i>	<i>11,627</i>	<i>11,751</i>	<i>11,814</i>	<i>11,875</i>
Research only staff—						
Full-time	2,303	2,276	2,409	2,408	2,564	2,323
Part-time	83	66	63	36	89	61
<i>Total</i>	<i>2,386</i>	<i>2,342</i>	<i>2,472</i>	<i>2,444</i>	<i>2,653</i>	<i>2,384</i>
General staff—						
Full-time	21,643	21,752	21,981	22,324	22,481	21,061
Part-time	1,226	1,310	1,157	1,322	1,377	917
<i>Total</i>	<i>22,869</i>	<i>23,062</i>	<i>23,138</i>	<i>23,646</i>	<i>23,858</i>	<i>21,978</i>
All staff—						
Full-time	34,445	34,381	34,844	35,271	35,700	34,097
Part-time	2,417	2,460	2,393	2,570	2,625	2,140
<i>Total</i>	<i>36,862</i>	<i>36,842</i>	<i>37,237</i>	<i>37,841</i>	<i>38,325</i>	<i>36,237</i>

Programs Spanning the Educational Sectors

1987 saw the introduction of AUSTUDY, a new Commonwealth scheme of financial assistance to secondary and tertiary students aged 16 and over. The Government spent more than \$775 million on student assistance in 1988. Income-tested and non-competitive, AUSTUDY replaced the former Tertiary Education Assistance Scheme (TEAS), Secondary Allowances Scheme (SAS) and Adult Secondary Education Assistance Scheme (ASEAS). With its allowance rates aligned from 1988 onwards with unemployment benefits, and with all rates being indexed thereafter, AUSTUDY is a major element in the Commonwealth Government's drive to increase participation in full-time education at the upper secondary and tertiary levels.

STUDENT ASSISTANCE SCHEMES

<i>Scheme</i>	<i>Number of students at 30 June 1988</i>	<i>Assistance (\$'000) 1987-1988</i>
Postgraduate Awards	2,450	21,974
Tertiary Education Assistance Scheme/AUSTUDY Tertiary	122,191	418,015
SAS/AUSTUDY Secondary	108,631	206,002
ASEAS/AUSTUDY Adult Secondary	4,824	16,535
Aboriginal Secondary Grants (a)	27,095	33,573
Aboriginal Study Grants (a)	16,128	44,307
Aboriginal Study Grants Overseas (b)	5	240
Assistance for Isolated Children (a)	17,000	31,796
English as a Second Language— Living Allowances (a)	639	2,736

(a) Total numbers assisted in the six months to 30 June. (b) Total numbers assisted in the financial year to 30 June.

Under AUSTUDY the number of students to be assisted will increase substantially. Almost 225,000 students received AUSTUDY in 1987, compared with an estimated 187,000 under SAS, ASEAS and TEAS in 1986, and approximately 285,000 received assistance in 1988.

Assistance for isolated children has been substantially improved, with rates of allowance and income test levels brought into line with AUSTUDY.

A special allowance was introduced in July 1986 to fill the critical gap in provision for young people unable to live at home because of exceptional and intolerable circumstances. The Young Homeless Allowance gives this group the chance to stay on at school.

Aboriginal and Torres Strait Islander students remain the single most educationally disadvantaged group in Australian education. The Government provides specific assistance to Aboriginal secondary and tertiary students through the Aboriginal Study Assistance Scheme (ABSTUDY). (Since 1989 ABSTUDY has encompassed the former Aboriginal Secondary Assistance Scheme as well as the Study Assistance Scheme at the post-schooling level.) As well as financial assistance with rates of allowance linked to AUSTUDY, the scheme provides for special courses, short term education programs and direct education assistance such as tutorial assistance, educational guidance, vocational guidance and work experience programs and excursion assistance. The government has increased education opportunities for Aboriginals and Torres Strait Islanders by:

- building better school facilities in Aboriginal and Islander communities through the Aboriginal and Torres Strait Islander element of the Commonwealth Capital Grants Program;
- developing support measures for Aboriginal and Torres Strait Islander students in tertiary education, including bridging courses and enclave programs;
- earmarking higher education places for Aboriginal students.

Expenditure on Education

The aim of this section is to provide information on the extent and direction of both government and private expenditure on education in recent years. The figures have been compiled in accordance with national accounting concepts. For explanation of these concepts, reference should be made to *Australian National Accounts: Concepts, Sources and Methods* (5216.0), *Classification Manual for Government Finance Statistics, Australia* (1217.0) and also to *Commonwealth Government Finance, Australia* (5502.0), and *State and Local Government Finance, Australia* (5504.0), from which figures included in this section have also been taken.

The emphasis given in this section to the outlays of the public sector reflects in part the relative importance of that sector in the provision of education services, but it is also a reflection of the lack of detailed information relating to educational activities in the private sector. Information is given, however, to show the order of magnitude of private sector spending, and also to show aggregate supply of education services and facilities. For more information on the extent and direction of both government and private expenditure on education, reference should be made to *Expenditure on Education, Australia* (5510.0).

Total expenditure on education

Total expenditure on education can be measured by adding together the final expenditures of the public and private sectors.

The figure derived for total expenditure on education can be regarded as a measure of the aggregate supply of education services and facilities and can therefore be related to the supply of goods and services available from domestic production (i.e. gross domestic product). Final consumption expenditure and capital expenditure on education, by sector, can also be related to gross domestic product. These relationships are shown in the following table.

Public sector

The statistics presented here for the public sector relate to those outlays which have been identified as being primarily designed to serve the purposes of 'education', as broadly defined in the United Nations System of National Accounts. Included, therefore, are outlays on administration and regulation of school systems and institutions of higher learning and educational research; on provision, inspection and support of primary and secondary

schools, colleges and universities, technical training institutions, schools for the handicapped, adult education facilities, pre-school centres etc.; on scholarships etc.; and on subsidiary services such as transportation of school children and fare concessions. Expenditure on school medical and dental services and provision of free milk for school children are not included, as these are regarded as primarily serving the purpose of health.

AUSTRALIA: EXPENDITURE ON EDUCATION

<i>Description</i>	<i>1980-81</i>	<i>1981-82</i>	<i>1982-83</i>	<i>1983-84</i>	<i>1984-85</i>	<i>1985-86</i>
—\$ million—						
Government—						
General government final consumption expenditure	5,839	6,681	7,485	8,230	8,859	9,714
Gross fixed capital expenditure	625	617	653	732	876	1,018
Increase in stocks	—	1	-1	3	—	1
Final expenditure (1)	6,464	7,299	8,137	8,965	9,736	10,733
Personal benefit payments (2)	455	478	549	663	746	835
Grants and advances to non-profit institutions	650	792	972	1,084	1,182	1,328
Other (3)	7	8	14	17	27	29
Total government outlay on education	7,576	8,577	9,672	10,729	11,691	12,925
Private—						
Private final consumption expenditure	987	1,166	(a)1,425	(a)1,614	(a)1,773	(a)1,971
Gross fixed capital expenditure	137	160	196	177	175	224
Final expenditure (4)	1,124	1,326	1,621	1,791	1,948	2,195
Total final expenditure on education (1) + (4)	7,588	8,625	9,758	10,756	11,684	12,928
Total outlay on education (1) + (2) + (3) + (4)	8,050	9,111	10,321	11,436	12,457	13,792
Gross Domestic Product	137,539	154,988	169,921	192,276	214,735	240,136
—per cent—						
Total government outlay as percentage of Gross Domestic Product	5.5	5.5	5.7	5.6	5.4	5.4
Total outlay on education as percentage of Gross Domestic Product	5.9	5.9	6.1	5.9	5.8	5.7
Total final expenditure on education as percentage of Gross Domestic Product	5.5	5.6	5.7	5.6	5.4	5.4
of which—						
General government final consumption expenditure	4.2	4.3	4.4	4.3	4.1	4.0
Private final consumption expenditure	0.7	0.8	0.8	0.8	0.8	0.8
Government gross fixed capital expenditure	0.5	0.4	0.4	0.4	0.4	0.4
Private gross fixed capital expenditure	0.1	0.1	0.1	0.1	0.1	0.1

(a) Revised since the 1983-84 edition of *Australian National Accounts: National Income and Expenditure* (5204.0) because of revisions to the component series 'current grants from government to non-profit institutions for education'.

Private sector

Final expenditure on education by the private sector consists of private final consumption expenditure on education services, and expenditure on new fixed assets—mainly by private non-profit organisations and financed in part by grants from public authorities for private capital purposes. Private final consumption expenditure on education services is an estimate of fees paid by persons to government schools (mainly technical and agricultural colleges), fees and gifts to universities and school fees (other than boarding fees) paid to non-government schools, business colleges, etc. Expenditure on such items as school books, uniforms, etc., and expenditure by parents' associations on school equipment is not included, being treated in the Australian National Accounts as private final consumption expenditure on other goods and services (such as clothing, books, household durables, etc.). Private expenditure on new fixed assets is estimated from statistics of the value of work done on new building and major additions to buildings of private educational institutions.

Commonwealth Government

Details of outlay on education by authorities of the Commonwealth Government are given in the following table.

**COMMONWEALTH GOVERNMENT: OUTLAY ON EDUCATION CLASSIFIED BY
GOVERNMENT PURPOSE CLASSIFICATION**
(\$ million)

<i>Government purpose classification</i>	<i>1981-82</i>	<i>1982-83</i>	<i>1983-84</i>	<i>1984-85</i>	<i>1985-86</i>	<i>1986-87</i>
041 Primary and secondary education	1,194.1	1,430.6	1,585.8	1,738.6	1,899.0	1,995.7
042 Tertiary education	2,045.6	2,276.3	2,500.6	2,770.5	3,000.0	3,171.9
0421 University education	1,085.9	1,196.8	1,293.4	1,385.2	1,500.6	1,544.1
0422 Other higher education	682.0	764.8	861.8	936.5	1,051.0	1,143.1
0423 Technical and further education	263.1	298.0	321.7	417.5	409.3	436.6
0429 Tertiary education, n.e.c.	14.5	17.1	23.8	31.4	39.2	48.1
043 Pre-school education and education not definable by level	82.7	93.7	99.0	104.8	94.4	84.6
0431 Pre-school education	33.1	37.1	37.7	38.0	22.1	6.1
0432 Special education	0.1	0.1	0.1	0.1	0.2	0.3
0439 Other education not definable by level	49.6	56.2	61.3	66.6	72.1	78.2
044 Transportation of students	3.6	4.1	4.6	5.3	5.4	6.2
049 Education, n.e.c.	20.1	17.0	16.5	18.1	13.4	54.4
Total outlay on education	3,346.2	3,821.8	4,206.8	4,632.3	5,012.5	5,312.8
Total outlay on all purposes	43,562.8	50,990.3	59,476.5	66,804.2	73,951.2	79,850.5
—per cent—						
Outlay on education as a percentage of total outlay	7.7	7.5	7.1	6.9	6.8	6.7

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Non-government Schools, Australia (4216.0)

Tertiary Education, Australia (4218.0)

National Schools Statistics Collection, Australia (4221.0)

Financial aspects are dealt with in the annual publications:

Commonwealth Government Finance, Australia (5502.0)

State and Local Government Finance, Australia (5504.0)

Expenditure on Education, Australia (5510.0)

Government Financial Estimates, Australia (5501.0)

Other Publications

Publications produced by the Department of Employment, Education and Training are:

Selected University Statistics

Selected Advanced Education Statistics

Selected Higher Education Statistics

Selected TAFE Statistics

Australian Education Directory

Directory of Higher Education Courses

Directory of Education Research and Researchers in Australia

The annual reports of the respective State education departments also provide detailed statistical information.